



Personality Hardiness of Secondary School Teachers in Relation to Work Related Stress

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ABSTRACT

This paper is an attempt to find out the relationship of personality hardiness with work related stress among secondary school teachers in the state of Punjab. Personality Hardiness Scale For Teachers (Kaur & Kaur, 2012) and Self-constructed and standardised Work Related Stress Scale For School Teachers were employed on a sample of 500 (250 male and 250 female) secondary school teachers randomly selected from Ludhiana, Hoshiarpur, Jalandhar and Gurdaspur districts of Punjab. The study reveals a negative and significant relationship between personality hardiness and work related stress among secondary school teachers.

Keywords: Personality hardiness, work related stress, secondary school teachers

Personality hardiness expresses a general quality of an individual to regard stressful life events as inevitable and to consider changes as a normal, interesting and challenging part of life. The term personality hardiness was initially presented by Kobasa (1979a). It is termed as a resistance factor in the encounter with the stressful situations. Personality hardiness consists of three components i.e. commitment, control and challenge. The said three components are distinct but independent where commitment (verses alienation), control (internal verses external locus) and challenge (verses threat) represent distinctiveness of a person embodying an existentialist mode of being and striving for authenticity.

Work related stress generally occurs when there is a poor match between work related demands and attitudes, abilities, skills and needs of the worker. Miles (2000) remarks that work related stress manifests itself in poor physical and mental health and is associated with organizational symptoms such as low productivity, low job satisfaction, absenteeism and high employee turn-over. Work related stress in the human service professions,

particularly in teaching has been a focus of study in the last decades.

Teachers hold the responsibility of constructing a social system thereby they act as social reformers and counselors for the community. It is the teacher as a person and as an instructor who determines the qualities of teaching learning process. A teacher's degree of hardiness will depend on a number of influences such as teaching qualifications held, student motivations and discipline (Angel, 1997). Personality hardy teachers ably cope with stressful situations successfully (Galla, Hyman, Stewart, & Fehr, 1994).

The role of teacher is important worldwide at all levels of education. But the role of secondary school teachers is most prominent in educational system as well as for the progress of any country. As the secondary school teachers teach adolescents, which are at the stage of human growth towards adulthood considered to be the most crucial time span of life. Thus, secondary school teachers are expected to have hardy personality so as to contribute towards hardy young generation and hence in building a knowledgeable and coherent society.

Statement of the Problem

Personality hardiness of secondary school teachers in relation to work related stress.

Objectives

1. To find out the relationship of personality hardiness with work related stress among male secondary school teachers.
2. To find out the relationship of personality hardiness with work related stress among female secondary school teachers.
3. To find out the relationship of personality hardiness with work related stress among secondary school teachers having <5 years of teaching experience.
4. To find out the relationship of personality hardiness with work related stress among secondary school teachers having >5 years of teaching experience.
5. To find out the relationship of personality hardiness with work related stress among Govt./Govt. Aided secondary school teachers.
6. To find out the relationship of personality hardiness with work related stress among Private secondary school teachers

Hypotheses

1. There is no significant relationship between personality hardiness and work related stress among male secondary school teachers.
2. There is no significant relationship between personality hardiness and work related stress among female secondary school teachers.
3. There is no significant relationship between personality hardiness and work related stress among secondary school teachers having <5 years of teaching experience.
4. There is no significant relationship between personality hardiness and work related stress among secondary school teachers having >5 years of teaching experience.
5. There is no significant relationship between personality hardiness and work related stress among Govt./Govt. Aided secondary school teachers.

6. There is no significant relationship between personality hardiness and work related stress among Private secondary school teachers.

Sample

The present study is a descriptive survey conducted on a sample of 500 (250 male and 250 female) secondary school teachers from four districts (Ludhiana, Hoshiarpur, Jalandhar and Gurdaspur) of the state of Punjab. The sample was selected by multistage randomization technique.

Tool Used

1. Personality Hardiness Scale For Teachers (Kaur & Kaur, 2012)
2. Work Related Stress Scale For School Teachers (Self constructed)

Statistical Techniques Used

Karl Pearson's coefficient of correlation was calculated to find out the relationship between personality hardiness and work related stress among secondary school teachers.

RESULTS AND DISCUSSION

The first hypothesis of the present study was that "There is no significant relationship between personality hardiness and work related stress among male secondary school teachers".

In order to verify this hypothesis, the correlation with product moment method was calculated between the scores of male secondary school teachers on personality hardiness and work related stress. The value of correlation is presented in Table 1 and Fig. 1.

Table 1 and Fig. 1 show that value of coefficient of correlation between personality hardiness and work related stress is -0.232. The value is negative and significant at 0.01 level of significance. Therefore, it can be concluded that there is a significant and negative relationship between personality hardiness and work related stress among male secondary school teachers. This implies that the less is the work related stress; more is the personality hardiness among male secondary school teachers. Hence, the above stated hypothesis is rejected. The result is supported by Skirka (2000), Klag and Bradley (2004). Whereas, Kaur and Kaur (2015) found negative and

insignificant correlation between hardiness and occupational stress among school teachers.

The second hypothesis of the present study was that “There is no significant relationship between personality hardiness and work related stress among female secondary school teachers”.

To confirm this hypothesis, correlation between the scores of female secondary school teachers on personality hardiness and work related stress was computed by using product moment method. The value of correlation is -0.272 which is presented in Table 1 and Fig. 1.

The value of the coefficient of correlation between personality hardiness and work related stress as shown in table 1 and figure I is -0.272. The value is negative and significant at 0.01 level of significance. Hence, there is a significant and inverse association between personality hardiness and work related stress among female secondary school teachers, showing that if work related stress decreases, then personality hardiness increases among female secondary school teachers. Hence, the above stated hypothesis is rejected. The result is in accordance with the studies done by McAuley (2010) and Singh (2016). In contrary to this, Rodney (2000) showed no relationship between personality hardiness and work related stress.

The third hypothesis of the present study was that, “There is no significant relationship between personality hardiness and work related stress among secondary school teachers having <5 years of teaching experience”.

To verify this hypothesis, the correlation between personality hardiness and work related stress of secondary school teachers having <5 years of teaching experience was calculated. The product moment method was employed to find the coefficient of correlation. The value of correlation is given in table 1 and Fig. 1.

RESULTS

Entries in Table 1 and Fig. 1 depict that values of coefficient of correlation between personality hardiness and work related stress among secondary school teachers with <5 years of teaching experience is -0.192, which is significant at 0.01 level of significance. The value of correlation is negative and significant, indicating that lower the work

related stress, the higher the personality hardiness among secondary school teachers having < 5 years of teaching experience. Therefore, this hypothesis stands rejected. The result is supported by Pengilly and Dowd (2000), Abdollahi, Talib, Yaacob and Ismail, Z (2014).

Table 1: Showing Coefficient of Correlation between Personality Hardiness and Work Related Stress among Secondary School Teachers

Category	N	Correlation
Male	250	-0.232*
Female	250	-0.272*
Teaching Experience <5 years	250	-0.192*
Teaching Experience >5 years	250	-0.317*
Working in Govt. / Govt. Aided Schools	250	-0.293*
Working in Private Schools	250	-0.217*

* Significant at 0.01 level.

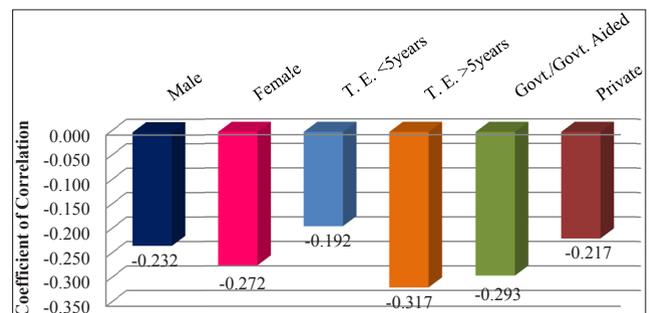


Fig. 1: Showing Coefficient of Correlation between Personality Hardiness and Work Related Stress among Secondary School Teachers

The fourth hypothesis of the present study was that “There is no significant relationship between personality hardiness and work related stress among secondary school teachers having >5 years of teaching experience”.

To test this hypothesis, product moment method was employed to find the coefficient of correlation between scores of secondary school teachers having >5 years of teaching experience on personality hardiness and work related stress. The value of correlation is entered in table I and its pictorial form is given in Fig. 1.

Table 1 and Fig. 1 indicate that value of coefficient of correlation between personality hardiness and work related stress is -0.317, which is significant and negative at 0.01 level of significance. Hence,

there is a significant and negative relationship between personality hardiness and work related stress among secondary school teachers having > 5 years of teaching experience. This indicates thereby that, if work related stress decreases, then personality hardiness is likely to increase among secondary school teachers having > 5 years of teaching experience. Therefore, above hypothesis stands rejected. The result is in consonance with finding of Jalali and Amarqan (2015), but contrary to the study of Topf (1989) who did not support the stress buffering effect of personality hardiness.

The fifth hypothesis of the present study was that "There is no significant relationship between personality hardiness and work related stress among Govt. / Govt. Aided secondary school teachers".

To test the hypothesis, coefficient of correlation between scores of secondary school teachers working in Govt. /Govt. Aided schools on personality hardiness and work related stress was calculated using product moment method. Entries made in table 1 and Fig. 1 show the value of the coefficient of correlation.

Table 1 and Fig. 1 reveal the value -0.293 as the coefficient of correlation between personality hardiness and work related stress among secondary school teachers working in Govt. /Govt. Aided schools, which is significant at 0.01 level of significance. Hence, there is a significant inverse relationship between personality hardiness and work related stress among secondary school teachers working in Govt. /Govt. Aided schools. This implies that the lower the work related stress, the higher would be the personality hardiness among secondary school teachers working in Govt. /Govt. Aided schools. Therefore, on the basis of above result, aforesaid hypothesis stands rejected. The result is supported by Lopez, Bolano, Marino, and Pol (2010) but opposed by the study of Rasouli, Hossenian, and Dokanee, (2012) who found no meaningful relationship between personality hardiness and stress among university staff.

The sixth hypothesis of the present study was that "There is no significant relationship between personality hardiness and work related stress among Private secondary school teachers".

In order to test this hypothesis, the correlation was calculated using product moment method between the scores of secondary school teachers working in Private schools on the variables of personality hardiness and work related stress. The value of correlation is depicted in table 1 and Fig. 1.

The value of the coefficient of correlation between personality hardiness and work related stress is -0.217 as given in table 1 and Fig. 1. The correlation is found to be negative and significant at 0.01 level of significance. Thus, it could be said that there is a significant and inverse association between personality hardiness and work related stress among secondary school teachers working in Private schools. Accordingly, it could be concluded that the increase in work related stress can result in the decrease in personality hardiness and decrease in work related stress causes the increase in personality hardiness among secondary school teachers working in Private schools. Hence, the finding lead towards rejection of above said hypothesis. The finding is in accordance with the studies done by Judkins and Rind (2005), Mostaghni and Sarvghad (2012).

CONCLUSION

There exists a significant and negative relationship between personality hardiness and work related stress among secondary school teachers.

Educational Implications

The study highlights a negative and significant relationship between personality hardiness and work related stress among secondary school teachers. Hence, the results of the study have practical implications for secondary school teachers. Teachers may be acquainted with coping techniques like meditation, regular exercise, yoga, social networking, relaxing etc. to lower their work related stress. Seminar and workshops may be conducted for teachers to improve their personality hardiness and lower work related stress. The study points toward the need on the part of policy makers and heads in the field of education to take extra care in framing curriculum, assigning academic and non-academic duties to the teachers, fixing their salaries and service conditions. The study is also helpful to the heads of the institutions for creating a stress free environment in their institutions.

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